# **ESOL Online**

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| Title: | Antarctica | |
| Writers: | Silvia Insley and Fran Hunter.  Adapted to meet the requirements of ESOL unit standard 2986, version 7. | |
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| **Overview** | This unit is written for secondary English language learners to develop information text reading and writing skills as a scaffold to NZ Curriculum science and social science learning area achievement objectives. It focuses on building topic specific vocabulary, identifying main ideas and supporting details and understanding the effect of cohesive devices. | |
| Learning Outcomes(What do my students need to learn?) | | |
| **What are my students’ current strengths and learning needs?**  Use previous reading assessments (e.g. asTTle or PAT scores, previous ESOL unit standard assessments, PROBE assessments, running records, vocabulary levels tests, formative assessments) alongside *The English Language Learning Progressions* (ELLP) reading and writing matrices to establish the level at which students are working and their current strengths and needs. Resources from the [English Assessment Resource Bank](http://arb.nzcer.org.nz/searchenglish.php) (ARB) can also be valuable for this purpose e.g. identify the main idea at levels 3-4. The unit includes activities designed to ascertain what learners already know about the topic. | | |
| **Curriculum Links** | | **Assessment Links** |
| **Learning area:** English (ESOL) | | [Unit standard 2986: Read information texts in familiar contexts (ESOL), level 2, version 7](http://www.nzqa.govt.nz/nqfdocs/units/pdf/2986.pdf) .  Students not yet working at this level could be assessed using less complex texts and tasks on the same topic for [Unit standard 2895: Read simple information texts (ESOL), level 1, version 7](http://www.nzqa.govt.nz/nqfdocs/units/pdf/2985.pdf) .  Skills in this unit standard also link to  [Unit standard 17368: Write information texts on familiar topics (ESOL), level 2, version 4](http://www.nzqa.govt.nz/nqfdocs/units/pdf/17368.pdf) .  Students can also be formatively assessed on creating a visual text. |
| **Focus:** Written language | |
| **English: Reading**  AO L3/4:  *Purposes and audiences*  Show a developing / increasing  understanding of how texts are shaped for  different purposes and audiences.  *Language features*  Show a developing / increasing  understanding of how language features are used for effect within and across texts. | |
| **English Language Learning Progressions:**  Students will be working at ELLP stage 2. | |
| **English Language Intensive Programme:**  The language features and text complexity  focused on relate most closely to ELIP stage  2. | |
| **Learning area achievement objectives**:  Links could also be made to:  **Social Studies: Place and Environment**  AO L4: Understand how exploration and  innovation create opportunities and  challenges for people, places and  environments.  **Science: Planet Earth and Beyond**  AO L4: Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth’s resources. | |  |
| **Key Competencies:** all five with particular emphasis on:  Using language, symbols and text: to interpret and explain text features and access information  Thinking: to develop understanding, construct knowledge and reflect on their own learning | |  |
| **Specific Learning Outcomes:**  Students will be able to:   * identify the main idea of an information text using illustrations and layout * identify main points and supporting details in an information text * identify the effect on meaning of cohesive devices in an information text * understand the meaning of essential vocabulary in an information text * write a paragraph using a topic sentence and supporting detail * create a simple static image which combines visual and verbal features | | |
| **Language learning outcomes** | | |
| Key vocabulary: *Topic-specific words* e.g. Antarctica, ice, north, south, the equator, glacier, the atmosphere, surface, moisture, conditions, forecasters, freeze, thaw, blizzard, whiteout, intense, hostile  *Collocations* e.g. the ice age, ice cap, ice shelf, global warming, the greenhouse effect, weather cycles, convection currents, the wind-chill, the northern and southern hemispheres  *Comparative and superlative adjectives:*  cold, colder; drier, driest | | **Text features of information reports:**  *Structure*:  general opening statement  main ideas / facts and supporting details  paragraphs and topic sentences  illustrations or diagrams which support the text  *Language:*  nouns and noun phrases e.g. the chill, global weather cycles, the hole in the ozone layer  timeless present tense e.g. freezes, break  relating or linking verbs e.g. is, has  action verbs e.g. sail, freeze, blow  cohesive devices including conjunctions (e.g. but, because, if), pronoun reference (e.g.it, they, these), repetition of key nouns (e.g. ice) and lexical chains (e.g. ice - freeze – snow – blizzard)  See also:  [Features of text forms – Reports](http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Reports)  ELIP stage 2 sample information report genre texts with language features annotated:  ‘Kiwi’ (5c); ‘Sharks’ (5d); ‘Kangaroos’ (11c); ‘Antarctica’ (11d); ‘New Zealand’ (20c) and ‘Drugs’ (20d). |
| **Suggested Duration** | | 2-3 weeks |
| Teaching and Learning(What do I need to know and do?) | | |
| **Teacher background reading:**  [Principles of effective teaching and learning for English language learners](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Principles-of-effective-teaching-and-learning-for-English-language-learners)  Derewianka, B. (1990) *Exploring How Texts Work*. Sydney: Primary Teaching Association.  Information Reports, pages 47–56  [Schoenbach, R.et al (2003) *Apprenticing Adolescents to reading in Subject Area Classrooms* Phi Delta Kappan pages 133-138](http://www.all4ed.org/files/Greenleaf_Kappan.pdf) | | |
| **Some teaching and learning resources:**  Electronic:  [Portal Site with Links on the Antarctic and Exploration](http://cybersleuth-kids.com/sleuth/Geography/Antarctica_and_Oceania/)  [Antarctic Exploration](http://home.earthlink.net/%7Ekcrawfish/)  [Tramline Virtual Field Trip: Antarctica](http://www.field-trips.org/sci/antarctic/index.htm)  [Human Involvement and Impact](http://antarctica.org.nz/06-human_impact/)  Print:  Alchin, R. (2008) *Connected* - *The Big Chill and the Big Drill*. Wellington: Learning Media  Alchin, R. (1997) *Applications - Time on Ice*. Wellington: Learning Media  Westerkov, K. (1991) Time Capsule in the Antarctic. Wellington: Learning Media  Select from, adapt and supplement the teaching and learning tasks below to meet your students’ identified learning needs. | | |
| Learning Task 1 Expected time frame: 1-2 lessons  **Teaching and learning purposes**  These learning activities are designed to activate the prior knowledge and lexis of students and to extend their topic-specific vocabulary. See [activating prior knowledge](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Thinking/Activating-prior-knowledge) for more information. A number of collaborative oral and reading vocabulary activities are included to give students many opportunities to use key vocabulary in different ways.  ESOL US 2986 v7 performance criterion addressed:  1.4 The meaning of essential vocabulary as used in each text is given.  *Ensuring learners know the content and language learning outcomes*   * Share the learning outcomes, including language learning outcomes, with your students, for example: * I know some keywords about Antarctica   **Activating prior knowledge**   * Show students photographs of the Antarctic. The following sites will be useful:   Cool Antarctica (<http://www.coolantarctica.com/gallery/Antarctica_gallery_home.htm>)  USAP Antarctic Photo Library (<http://photolibrary.usap.gov/>)  Emails from Antarctica photo gallery (<http://pandora.nla.gov.au/pan/10877/20010830-0000/www.artifactinteractive.com.au/antarctica/photos/>)   * [Brainstorming](http://www.mindtools.com/brainstm.html). Ask students individually brainstorm words about the topic, in their first language (L1) or English, and write them in a list. * Ask students to share their brainstormed words with a partner. Each student ticks a word s/he already has or adds that word to her/his list.   *Giving learners many opportunities to first notice then use new language*  **Pre-teaching key vocabulary**   * Write the [Keywords (Word 21KB)](http://esolonline.tki.org.nz/content/download/5482/32208/file/KeyWords.doc) for this section on the board and ask the students identify and talk about the words they recognise and also add the key words they don't have to their lists. * Say the key words and ask students to imitate. * Say the words, students tick each word as they hear them (two ticks if the words are repeated.) * Say the words and ask students to mark the syllables and stress on their lists. This needs to be taught if the students do not already know how to do this. * Demonstrate the meanings of the words using pictures. For guidance see <http://www.teachingenglish.org.uk/articles/presenting-vocabulary> * [Syllables Spelling Jumble (Word 20KB)](http://esolonline.tki.org.nz/content/download/5484/32214/file/SyllablesSpellingJumble.doc). Ask students to work by themselves sounding out the syllables and putting them back together. They check their pronunciation with a partner. * Put the students into groups of 3 - 4. Distribute a set of pictures and cut-up words to each group, or a set of [Words and Definitions (Word 63KB)](http://esolonline.tki.org.nz/content/download/5483/32211/file/WordsAndDefinitions.doc) for students match up. Alternatively, students can find their own words from their lists to write on each picture. * Ask each student to make a sentence with one of the words. Monitor this activity to check correct usage. * The students paste the pictures into their books. Under or next to each picture they write a sentence describing the picture. Teachers can add other pictures as needed. | | |
| **Reviewing key vocabulary**  The following strategies can be used to revise the keywords at any stage in the unit or - in some cases - set as homework.   * [Whispering game](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Whispering-game): Divide the class into teams. Give the last person in each team a word. When the teacher says "Go", the last student whispers the word to the one in front and so on until the first in line has the word and runs up to the board and writes it. The first team with the correctly spelt word on the board gets a point. At the end the students are able to see the whole list on the board again. * [Vocabulary Jeopardy](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Vocabulary-revision-activities): Write new words on the board in jumbled order. Dictate the definition or show a picture. The students write down the words in the correct order. * [Antarctica Extra Vocabulary Tasks (RTF 1MB)](http://esolonline.tki.org.nz/content/download/6578/38064/file/Antarctica+Extra%282%29.rtf) . These include a [collocations](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Collocation) chart, a [cline](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Clines) and a [word cluster](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Vocabulary/Word-clusters-maps).  Learning Task 2 Expected time frame: 2-3 lessons  These learning activities are designed to further extend topic-specific vocabulary and meanings in context and to enable students to identify the main points and supporting details in an information text. The activities also encourage the use of prediction as a key pre-reading skill. It is important to share these language learning outcomes and to be explicit in the use of relevant terminology with your students.  ESOL US 2986 v7 performance criteria addressed:  1.1 Identify the main idea of the overall text using layout, and any headings, illustrations or diagrams.  1.2. Identify the main points and supporting detail in the text.  **1.** **Identifying the main idea of a text**   * Give the students the text [A Frozen Land (Word 25KB)](http://esolonline.tki.org.nz/content/download/5486/32223/file/AFrozenLand.doc) * Ask students to read the title and look at the photographs for 10 seconds. * Ask students to cover the text and say what they think the overall text is about. Put the list of student suggestions for this main idea on the whiteboard. * Ask students how they decided on the main idea and list on the board aspects of the title and photographs – and any other features - which they used to predict content of the text.    2. Finding keywordsAsk students to search in pairs for the key words from learning task 1 and from the overall keywords for the unit and highlight these words.  * Ask students to fill in a [Keyword Collocation Chart (Word 56KB)](http://esolonline.tki.org.nz/content/download/5487/32226/file/KeyWordGrid.doc) | | |
| 3. Identifying main points and supporting details  * Ask students (in pairs) to find and underline the main idea or point of each paragraph using [A Frozen Land (Word 25KB)](http://esolonline.tki.org.nz/content/download/5486/32223/file/AFrozenLand.doc) . Discuss the choices in class and generalisations formed about where main points / topic sentences often come in paragraphs. * Ask students to write out the headings below and record the words from the key word grid that match each heading: * climate or weather * resources * geography * flora and fauna / plants and animals * the size of Antarctica * people   Note: Some words may fit more than one heading.   * Ask students to use the key word grid to write the paragraph number which has information about each heading. Discuss these headings in relation to the topic sentences / main points identified above. It is important that students understand the different functions performed by headings, which provide a general overview (e.g. Climate) and   topic sentences / main points which make general statements – often interesting ones to engage the reader - upon which to hang more detail (e.g. Antarctica is the most inhospitable continent in the world).   * Ask students to read the full text [A frozen land (Word 25kb)](http://esolonline.tki.org.nz/content/download/5486/32223/file/AFrozenLand.doc)and complete the [3 level guide (Word 41kb)](http://esolonline.tki.org.nz/content/download/5488/32229/file/3levelguide.doc) . * Ask students (in pairs) to identify which of the true level 1 and 2 statements are main points and which are supporting details in the text. Ask them to explain how the details support the main points e.g. as an example, description or (further) explanation. * Student responses to Level 3 statements, which are more open-ended, could be used for class or group discussion and/or short paragraph writing exercises, as students have to justify their answers with reasons. * Ask students to complete the table of main points and supporting information.   **Learning task 3**  Expected time frame: 2-3 lessons  These learning activities are designed to raise student understanding of the function of a range of cohesive devices e.g. repetition of key nouns, pronoun reference and conjunctions in information texts. It is important to share this language learning outcome and to be explicit in the use of relevant terminology with your students.  ESOL US 2986 v7 performance criterion addressed:  1.3 The effect on meaning of cohesive devices in the text is identified.   * Ask students in pairs to complete the cohesion cloze. This can be done with or without the words provided for differentiation purposes. Students can check their choices using the full text. This will also provide an opportunity for discussion and reflection upon the differences. * Use the first two sentences in the text to demonstrate to students how pronouns refer back to nouns so that the nouns do not have to be repeated in every sentence. Show them also how use of the demonstrative adjective ‘this’ makes a clear connection between Antarctica in the alternative noun phrase ‘this great southern land’. Repetition of the keyword ‘Antarctica’ can also be pointed out to students as another method for cohesion. Note frequent references to ‘Antarctica’ in the text. * Ask students to find other noun phrases used to refer to Antarctica throughout the text viz. the Antarctic continent, the continent, this hostile land, the land. * Ask students to read about [Scott’s expedition in the Antarctic](file:///C:\Users\nancyy\AppData\Local\Temp\Antarctica%20-%20Scott%20and%20Amunsden.doc) and the challenges he and his men faced. This could be done as [co-operative reading](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Co-operative-reading-Reciprocal-teaching) or as a [jigsaw reading exercise](http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/).   Antarctica is the most inhospitable continent in the world. It is a  desert of ice and snow with the coldest, windiest and driest climate in  the world. For millions of years time stood still on this great southern land. Living in Antarctica is very difficult because of short cold summers, long dark winter nights and wind blowing all of the time.   * Differences between this text, which is a historical recount, and information report genre should be pointed out to students e.g. use of past tense verbs, chronological order.   [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]   * Ask students to read about [Scott’s expedition in the Antarctic](file:///C:\Users\nancyy\AppData\Local\Temp\Antarctica%20-%20Scott%20and%20Amunsden.doc) and the challenges he and his men faced. This could be done as [co-operative reading](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Reading/Co-operative-reading-Reciprocal-teaching) or as a [jigsaw reading exercise](http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/). * Differences between this text, which is a historical recount, and information report genre should be pointed out to students e.g. use of past tense verbs, chronological order. * Ask students to complete the cohesion task. * Ask students to identify the three different groups which the pronoun ‘they’ refers to in paragraph 3 of this text.   [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | | |
| Learning task 4 Expected time frame: 3-4 lessons  These activities provide a scaffolded opportunity for students to read and take notes and write paragraphs in a collaborative setting.   * Ask students to choose another explorer in Antarctica e.g. [Sir Peter Blake](http://www.google.co.nz/search?hl=en&source=hp&q=http%3A%2F%2Fnews.nationalgeographic.com%2Fnews%2F2001%2F04%2F0410_blakeship.html&btnG=Google+Search&gbv=2&rlz=1W1_____en&oq=http%3A%2F%2Fnews.nationalgeographic.com%2Fnews%2F2001%2F04%2F0410_blakeship.html&aq=f&aqi=&aql=&gs_sm=s&gs_upl=3344l3344l0l5079l1l1l0l0l0l0l906l906l6-1l1l0). Using the headings in the [*grid (Word 26KB)*](http://esolonline.tki.org.nz/content/download/5491/32241/file/grid.doc) , students work in groups of four to research their explorer by using the internet and print resources and make [dot and jot notes](http://www.slideshare.net/nzhistory/dot-and-jot-notetaking) under each of the headings. Sources must be included below the grid. Students could select specific headings to work on to ensure that all contribute to the task. * In their groups students write a [joint construction](http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Cross-curricular-strategies/Teaching-approaches-and-strategies/Writing/Joint-construction-method) paragraph about their chosen explorer and his/her role in Antarctica. The paragraph must include a topic sentence and supporting details. Each student makes a copy of the group paragraph. Ask the students to use the checklist to check their writing.   Upon completion of these formative tasks, students could be summatively assessed against [Unit standard 2986: Read information texts in familiar contexts (ESOL), level 2, version 7](http://www.nzqa.govt.nz/nqfdocs/units/pdf/2986.pdf) . See the Antarctica assessment task and schedule for ESOL US 2986 in Assessment and Evaluation below.  **Learning task 5**  Expected time frame: 2-3 lessons  This activity introduces students to aspects of creating a visual text which combines visual and verbal features.  Individually or in pairs, students create a static image for a calendar with an Antarctic theme. The static image will combine an image or images of Antarctica with appropriate words or quotations.  It is recommended that the teacher models this process for students before they are asked to create their own static image. It would be helpful to [think aloud](http://www.litandlearn.lpb.org/strategies/strat_think.pdf) about the process and the reasons for choices made to create particular effects. This will also provide an opportunity to introduce relevant vocabulary to enable students to discuss and evaluate their own static images.  The assessment schedule can be used for self and/or peer assessment. Students could then be asked to discuss and select the best 12 static images for inclusion in the calendar. | | |
| Assessment and Evaluation(What is the impact of my teaching and learning?) | | |
| [Assessment Task: Antarctica: ESOL unit standard 2986 (version 7)](http://esolonline.tki.org.nz/content/download/21039/171683/file/Antarctica+2986+v+7+.pdf)  Note that this task assesses **one** of two tasks required for this standard.  [Assessment schedule: Antarctica: ESOL unit standard 2986 (version 7)](http://esolonline.tki.org.nz/content/download/21040/171686/file/Antarctica+2986+v+7+.2.pdf)  It is recommended that the work on reading information texts completed in this unit is extended into writing information texts in a following unit.  Aspects of the [English Online Antarctica unit](http://esolonline.tki.org.nz/English-Online/Teacher-needs/Teaching%20&%20Learning%20sequences/Archived-English-Online-units/English-Units-Years-4-6/Antarctica) may provide useful extension for some students. | | |